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ABSTRACT

The mission of the Center on Families, Communities, Schools and Children s Learning at Johns Hopkins University is to conduct research evaluations and policy analyses, and to produce and disseminate new knowledge about how families, schools, and communities influence students' motivation, learning, and development. This annotated bibliography compiles and annotates research from the Center. Entries are arranged in two major sections: "Family, School, and Community Connections in the Early Years of Childhood" and "Family, School, and Community Connection in Early and Late Adolescence." Chapters are: (1) "Family Education and Training in Early Care and Education"; (2) "The Road to Readiness: Family Needs, Community Resources, and Infant/Toddler Development"; (3) "Multicultural Studies of Family Support for Young Children s School Success"; (4) "The Effects of School-to-Home-to-School Communication on Children s Motivation and Learning"; (5) "Partners in Learning: Family Literacy Programs"; (6) "Studies of Parent Centers in Schools"; (7) "Parent Information for School Choice"; (8) "Natural Support Systems: Impact on Puerto Rican Families, Communities, and Schools"; (9) "Studies of Policies to Increase Family-School-Community Partnerships"; (10) "New Directions for Family-School-Community Partnerships with High Schools"; (11) "Materials for Teachers, Parents, and Members of the Community"; and (12) "A Study of Coaching in Community Settings." Contains a list of approximately 190 publications by Center researchers. (BGC)

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Research from the Center on Families, Communities, Schools & Children's Learning

Compiled by Amy Marx

Technical Report

Policy Information and Guidance

Materials for Schools, Families, Communities

Videotape

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Introduction

THE MISSION OF THE CENTER ON FAMILIES, COMMUNITIES, SCHOOLS AND CHILDREN'S LEARNING IS to conduct research, evaluations, policy analyses, and dissemination to produce new and useful knowledge about how families, schools, and communities influence student motivation, learning, and development. A second important goal is to improve the connections among these social institutions as children proceed from infancy through high school.

Two research programs guide the Center's work: the Program on the Early Years of Childhood, covering children aged 0-10 through the elementary grades; and the Program on the Years of Early and Late Adolescence, covering youngsters aged 11-19 through the middle and high school grades.

This *Annotated Bibliography* includes summaries of all work produced by the Center at this point in time. The Center is a consortium of over twenty-five researchers at several universities. This bibliography will be updated as additional work by Center researchers is completed.

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FAMILY, SCHOOL, AND COMMUNITY CONNECTIONS IN THE EARLY YEARS OF CHILDHOOD

Family Education and Training in Early Care and Education

KAGAN, S. L., COSTLEY, J., LANDESMAN, L., MARX, F., NEVILLE, P., PARKER, S., & RUSTICI, J. (1992, MARCH)
FAMILY EDUCATION AND TRAINING: OBSTACLES, OPPORTUNITIES AND OUTCOMES FOR LOW-INCOME MOTHERS [REPORT NO. 4]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

ALTHOUGH THE CONTROVERSY OVER THE TRAINING OF LOW-INCOME WOMEN HAS GONE ON FOR MANY years, there is a limited amount of quality research. Yet the need for well-trained child care staff has been increasing with the effectiveness and expansion of child care and early education programs. It has been suggested that low-income mothers might be an excellent source of trainees, serving two goals at once — providing quality programs and increasing employment of low-income mothers.

This report is a review of the literature seeking to answer the question, *how can we most effectively train low-income women for child care employment?* The report explores: 1) low-income women's development and learning; 2) the effects of federal policies on female employability; 3) the effects of specific child care training and parenting programs for this population; and 4) the current early child care and education market, industry, and profession in our nation.

Six concrete recommendations for the implementation of an intervention program are reported: 1) targeting low-income mothers with a high school diploma or GED who have children under five; 2) promoting voluntary participation; 3) providing support services; 4) individualizing the program; 5) including practical experience and guidelines for training instructors; and 6) viewing the program as a route to self-sufficiency, improved family conditions, and job training.

KAGAN, S. L., NEVILLE, P., & RUSTICI, J. (1993, FEBRUARY)
FAMILY EDUCATION AND TRAINING: FROM RESEARCH TO PRACTICE — IMPLEMENTATION PLAN [REPORT NO. 14]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT DESCRIBES THE CRITERIA AND DECISIONS IN DEVELOPING A TRAINING PROGRAM THAT WILL prepare low-income women for employment in early childhood education, improve parenting skills, and improve their children's cognitive and social competence.

The authors reviewed 22 center-based child care training curricula, 20 parenting curricula, and 7 job readiness curricula. Based on their reviews, they selected the following elements as the bases for an integrated curriculum: the Child Development Associate (CDA) credential; a child care training curriculum based on the *Essentials* program of the Council for Early Childhood Professional Recognition; a parenting curricula based largely on the *Parent Time Curriculum Guide* of the Family Resource Coalition; and the *Job Readiness Curriculum* of WAVE Incorporated, along with a few supplementary resources.

The report explains the decisions for these elements, and the structure and content of the planned intervention including the duration and organizational home of the integrated training program, the staff and cohort size of the pilot and research cohorts, the criteria for selecting trainees, and support services required for the program.

RUSTICI, J., KAGAN, S. L., & HAMILTON-LEE, M. (1996)
FAMILY EDUCATION AND TRAINING: PREPARING FOR SUCCESSFUL EMPLOYMENT IN EARLY CARE AND EDUCATION — INTEGRATED CURRICULUM GUIDE
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS CURRICULUM GUIDE IS DESIGNED TO BE USED IN PROGRAMS THAT TRAIN LOW-INCOME WOMEN for employment in child care. The guide is innovative in that it combines a comprehensive, competency-based approach to training that integrates child care training, parent education, and job readiness training.

This document is divided into five major parts. Chapter 1 — Introduction — summarizes the background and rationale for the Family Education and Training Project. Chapter 2 — Integrating the Domains — describes the rationale for and method of integrating the three domains of child care, parenting, and job readiness into a unified, competency-based program curriculum. Chapter 3 — Preparing for Implementation — outlines issues that must be addressed prior to training, such as staffing, acquiring materials, and program management policies. Chapter 4 — Weekly Program Plan — is the heart of the curriculum guide, providing week-by-week directions for its implementation. Chapter 5 — Examples of the Curriculum Guide in Action — provides a sample of the detailed work plan for two weeks, complete with all necessary resource materials.

The Road to Readiness: Family Needs, Community Resources, and Infant/Toddler Development

YOUNG, K. T. & MARX, E. (1992, MARCH)
WHAT DOES LEARNING MEAN FOR INFANTS AND TODDLERS? THE CONTRIBUTION OF THE CHILD, THE FAMILY, AND THE COMMUNITY [REPORT NO. 3]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT REVIEWS RESEARCH STUDIES OF INTERVENTIONS IN EARLY CHILDHOOD THAT HAVE BEEN rigorously evaluated to identify what is known about the learning of infants and toddlers, and how to enhance the opportunities of youngsters who are most at risk of developmental problems.

The paper reviews research on the perceptual and cognitive development in very young children, the role of nurturing adults in the early years of childhood, the effects of parenting on development, children's health needs in the first few years of life, and the connections of families to their neighborhoods and communities. The results of successful intervention programs are summarized, including the Milwaukee Project, the Abecedarian Project, Parent-Child Development Centers and Family Support Programs, the Gutelius Child Health Supervision Study, the Syracuse University Family Development Research Program, Project CARE and others that affect children's adjustment and performance in school.

The researchers offer a broad agenda of about fifty questions that we need to learn more about in order to design, implement, and understand programs that will foster lasting improvements in the learning and healthy development of infants and toddlers. They present questions about concepts of community and family support, sociological and environmental issues of community institutions and social networks, program designs for effective services for families and children, and measures needed to determine the results of programs.

MORISSET, C. E. (1993, APRIL)
***LANGUAGE AND EMOTIONAL MILESTONES IN INFANTS AND TODDLERS: ON THE ROAD TO READINESS* [REPORT NO. 18]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS RESEARCH EXAMINES THE SOCIAL ENVIRONMENTAL SUPPORTS AND HAZARDS TO SOCIAL, emotional, and linguistic development in infancy and early childhood. The report discusses the prevalence and consequences of early language deficiencies and emotional development difficulties — two common "roadblocks" to later academic success.

Four early intervention programs for infants and toddlers are described. Two of these promote early language and preliteracy development and two promote favorable social and emotional development. All four take a family orientation toward service delivery, assuming that efforts to support parental care for their children can have significant benefits for both parents and children. The programs cited produced positive effects in increasing the academic success of at-risk children. The report also presents a list of typical milestones achieved by children in their language and emotional development, along with warning signs that children are experiencing difficulty.

Successful programs also take a community-based approach, recognizing that integrated services can assist families to meet their children's emotional and intellectual needs. For example, health and child care professionals are in key positions to strengthen families by helping parents care for their children.

MORISSET, C. E. (1994, OCTOBER)
***SCHOOL READINESS: PARENTS AND PROFESSIONALS SPEAK ON SOCIAL AND EMOTIONAL NEEDS OF YOUNG CHILDREN* [REPORT. NO. 26]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

INCREASING NUMBERS OF CHILDREN BEGIN FORMAL SCHOOLING WITHOUT THE REQUISITE SKILLS OR abilities to succeed, mainly due to deficiencies in language and emotional maturity. This study is an assessment of the "hazards and fueling stations" on the road to school readiness as viewed by parents and child development professionals in one rural and one urban socio-economically disadvantaged community. The major goal of the study was to identify precursors to difficulties in learning and development that often are not identified until children enter kindergarten.

The framework and methodology of this study were guided by four main assumptions made by experts in the field of infant and toddler development: 1) children are born ready to learn; 2) school readiness is a cumulative construct; 3) the quality of early learning experiences and parent-child interaction depend on multiple interdependent, economic, psychological, and school influences; and 4) families have primary responsibility for raising competent and caring children. Based on these assumptions, five research questions were:

1) What are "early warning signs" for later preschool difficulties? 2) Where do parents turn for advice and support? 3) What are the most common developmental questions and behavior problems? 4) What types of learning experiences do parents provide? 5) What could the community do to help them prepare their children to succeed?

Rural and urban parents expressed surprisingly similar problems in caring for their infants and toddlers and in seeking help from their own parents and social service professionals. Based on the data collected from parents and professionals who work with families, the author makes three recommendations to help "pave the road" to preschool and kindergarten readiness: 1) broaden public education efforts regarding young children's development; 2) tighten the links between services and between service providers; and 3) increase the number of community-based programs for families with infants and toddlers. Effectively meeting the needs of children and families will require a broad-based response from caring professionals, parents, providers, policy makers, and the public.

Multicultural Studies of Family Support for Young Children's School Success

HIDALGO, N. M. (1992, OCTOBER)
"I SAW PUERTO RICO ONCE." A REVIEW OF THE LITERATURE ON PUERTO RICAN FAMILIES AND SCHOOL ACHIEVEMENT IN THE UNITED STATES [REPORT NO. 12]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THE NUMBER OF PUERTO RICAN SCHOOL CHILDREN IN THE UNITED STATES IS GROWING, ESPECIALLY in selected urban areas, but their educational progress has been hindered by economic, political, cultural, and structural obstacles. This report proposes that one cannot understand Puerto Rican students' school achievement without examining the historical experiences of Puerto Ricans in the United States and on the island. The author focuses on Puerto Ricans' history, migration and settlement, patterns of development of community organizations, student achievement, cultural values, family patterns and socialization, acculturation, and Puerto Rican identity.

The literature review identifies some prominent values in Puerto Rican culture such as *respeto* — respect for one's own and others' human dignity and respect for authority, *personalism* — an inner worth based on fulfilling a role in life, and *reciprocity* — a genuine expression of generosity among family members and neighbors.

Initial explanations for the lack of achievement of some Puerto Rican students were based on a cultural deficit model that places the blame on children's families and home environments. But other studies raise questions about cultural conflict, low teacher expectations, and within-school practices that withhold learning opportunities through grouping or tracking, and other structures and processes that may hinder student learning.

The report concludes that the educational achievement of Puerto Rican students will be enhanced if children are taught the rich traditions of their culture and if home and school partnerships are developed that help families understand the schools and that help teachers understand the culture, history, and strengths of Puerto Rican families.

SWAP, S. M. & KRASNOW, J. (1992, OCTOBER)
A SAGA OF IRISH-AMERICAN ACHIEVEMENT: CONSTRUCTING A POSITIVE IDENTITY [REPORT NO. 11]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT EXPLORES THE CONNECTIONS BETWEEN ACHIEVEMENT AND IRISH ETHNICITY. THE authors review the literature to understand the meaning of achievement to current Irish-Americans. They explore the value ascribed to learning in Celtic tradition, for the Irish under English rule, for Irish-Americans in the 19th century, and for Irish-Americans today. This history reveals continuity in Irish reverence for learning, but sharply different levels of achievement in different eras. The authors discuss: the roles of school, family, and community in overcoming negative stereotyping and maintaining continuity in Irish traditions; the debate over the meaning of Irish ethnicity in America today; and the implications for the school achievement of Irish-American students.

The study examines the roots of Irish cultural identity and the economic and political conditions in Ireland which spawned the massive migration to the United States and shaped the individuals who arrived. Irish-Americans continued to support learning, achievement, and hard work, created supportive parochial schools, gained political power, and created community groups to overcome obstacles.

Based on the history of assimilation of Irish-American children and families in the United States, the researchers state that they, as educators, envision a new structure for schools, one not based on a factory model, but on a collaborative model that supports a variety of approaches to teaching and learning for children and adults. Within this structure, students learn about democracy through direct experience, and decisions are made at the local level that reflect children's educational needs and the goals of the community. Both respect for heritage and dreams of new possibilities are woven together by educators to help children prepare for a realized American democracy.

SIU, S. (1992, FEBRUARY)
TOWARD AN UNDERSTANDING OF CHINESE-AMERICAN EDUCATIONAL ACHIEVEMENT: A LITERATURE REVIEW [REPORT NO. 2]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THE DISPARITIES IN EDUCATIONAL ACHIEVEMENT AMONG VARIOUS RACIAL/ETHNIC GROUPS CONTINUE to baffle and disturb scholars, politicians, and social reformers. Whereas the public school system seems to be failing for many African-American and Hispanic students, the schools appear to be working for most Asian-American students. Once called nonassimilable, uneducated heathens, Chinese-Americans are now perceived as the "model minority" in education, so questions arise about how and why this has occurred, and whether the perception is accurate.

This review synthesizes research, historical accounts, fiction, biographies, autobiographies, and newspaper stories. It argues that Chinese-American educational achievement can be understood only within a historical perspective. In an effort to look at the larger structural factors which may constrain or extend options for individual families, this report discusses: 1) events and traditions in the homeland which illuminate the roots of those cultural values and practices that are conducive to school success, and 2) the history of the Chinese community in the U.S. and its interactions with mainstream American society. These interactions have shaped how Chinese-American families have defined social reality for their offspring, the values they emphasize, and the practices they adopt.

The report concludes with the author's reflections on what is learned from the history of Chinese-American families in the United States. She addresses three questions about the education of children in all minority groups: the importance of effort vs. innate ability for children's success in school, motivation to succeed in school, and types of parent involvement in school and out. Only with an understanding of history and these perspectives can we sort myths from realities about Chinese-American children's achievement, and the success of all children in school.

Perry, T. (1993, March)
***Toward a Theory of African-American School Achievement* [report no. 16]**
Baltimore, MD: Johns Hopkins University, Center on Families, Communities, Schools & Children's Learning

In this report, Perry discusses a theory of African-American school achievement by examining the work of black family scholars on racial socialization, recent work on the social construction of "whiteness," and the ongoing conversation among educational anthropologists about the relative power of the cultural difference versus social mobility explanations of school achievement among racial minorities.

The author suggests that African-American students are faced with racial and cultural dilemmas in terms of school achievement. In order to succeed in school, African-American students must negotiate membership in at least three, often conflicting, communities: mainstream society, the Black community, defined as a racially discriminated group, and a socially constructed cultural group. Much of the existing research on African-American achievement focuses on school failure instead of trying to explain the leadership and success many African-Americans have had throughout history.

The report concludes that in order for African-American children to succeed they need to be helped by their families, schools, and communities to negotiate their racial, mainstream, and cultural identities. Future research needs to focus on achievement rather than failure and on exploring the relationship of racial socialization to school achievement. Finally, schools must be willing to obtain help from families and communities in order to create schools which are true multicultural democracies.

SIU, S. & FELDMAN, J. (1995, OCTOBER)
***SUCCESS IN SCHOOL: THE JOURNEY OF TWO CHINESE-AMERICAN FAMILIES* [REPORT NO. 31]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT IS PART OF A FIVE-YEAR STUDY OF HOW TEN CHINESE-AMERICAN FAMILIES WITH VARIOUS socioeconomic and educational backgrounds foster their young children's success in school with personal, family, ethnic community, and mainstream community resources.

Siu classifies Chinese-American families by type of acculturation and assimilation. In "Type I" families at least one parent was born in the United States; in "Type II" families both parents are immigrants who did not attend school in this country; and in "Type III" families both parents are immigrants who received some schooling in the United States, although their earlier schooling was overseas. The report looks in depth at the differences and similarities between the beliefs and practices of one Type I and one Type II family through case studies of two children identified by their kindergarten teachers as potentially successful in school.

The report concludes that there is more than one way to arrive at similar educational goals for students' school success. Parents must do what makes sense to them given their histories, circumstances, and beliefs.

SIU, S. & FELDMAN, J. (1996, JULY)
***PATTERNS OF CHINESE AMERICAN FAMILY INVOLVEMENT IN YOUNG CHILDREN'S EDUCATION: FINAL REPORT* [REPORT 36]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS ETHNOGRAPHIC STUDY RECRUITED TEN CHINESE AMERICAN CHILDREN BETWEEN 1991 AND 1992. All ten children in the sample were born in the United States, but the home language is exclusively English in only three families. Cantonese is the primary language used in five homes, Mandarin in one, and a mixture of Cantonese and English in one. All of the children come from intact families with two parents whose education levels range from sixth grade to doctorate. Sixteen out of the 20 parents are United States citizens. Three children have one or both parents born in the United States; the rest have parents who have immigrated to this country at various stages of their lives.

This report draws two significant conclusions about differences among Chinese American families: 1) Familiarity and experience with American schools influence how the parents approach their children's education; and 2) Parents who feel less secure about their status (socioeconomic and or racial) in the United States are more deliberate in their efforts to ensure their children's achievement.

Research findings highlight the diversity of parental values, hopes, and behaviors among Chinese American parents; however, "enjoying learning in school" and "respect for self and others" were given high rankings by all the parents in the study. The study found that many Chinese American parents today are aware of the emotional needs of their children and balance these needs with other values.

SIU, S. (1996, JULY)
QUESTIONS & ANSWERS: WHAT DOES RESEARCH SAY ABOUT THE EDUCATION OF CHINESE AMERICAN CHILDREN?
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS PUBLICATION SUMMARIZES KNOWLEDGE FROM NEW RESEARCH ABOUT CHINESE AMERICAN YOUNG children and their families. It includes strategies that can be pursued by families and educators to build a more fruitful partnership to promote Chinese American children's success in school.

Siu draws from literature reviews, her longitudinal, ethnographic study, interviews, and surveys for information in this "reader-friendly" pamphlet for parents and educators. She discusses her major research findings about Chinese American children and their families, and addresses topics such as diversity among Chinese families and parents' views on children, education, schools, and teachers.

The Effects of School-to-Home-to-School Communication on Children's Motivation and Learning

AMES, C., WITH M. KHOJU & T. WATKINS (1993, MARCH)
PARENT INVOLVEMENT: THE RELATIONSHIP BETWEEN SCHOOL-TO-HOME COMMUNICATION AND PARENTS' PERCEPTIONS AND BELIEFS [REPORT NO. 15]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT EXAMINES THE RELATIONSHIP BETWEEN TEACHERS' SCHOOL-TO-HOME COMMUNICATIONS and parental perceptions and beliefs, parental involvement, and children's motivation-related outcomes.

The teacher sample engaged in three school-to-home communications: 1) providing parents with information about classroom work and practices; 2) providing parents with information about their own child's progress; and 3) providing parents with information on how to assist their child on schoolwork at home. The results of the study show that when teachers frequently used these strategies, parents gave higher ratings to the teacher's effectiveness, their child's motivation, and their own influence on their child's success. Teachers' communications were also positively related to parents' reported involvement in their child's learning.

The study revealed that when parents felt comfortable with the school, viewed their child as motivated, and believed they had influence on their child, their reported involvement with the child's learning was higher. These perceptions and beliefs were found to be stronger when parents understood and were knowledgeable about classroom learning, received reports of their child's progress and accomplishments, and felt like a partner in their child's learning. It was also important that many of the teachers' communications with parents were positive instead of conveying only negative information which often discourages parental involvement.

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AMES, C., DE STEFANO, L., WATKINS, T., & SHELDON, S. (1995, APRIL)
TEACHERS' SCHOOL-TO-HOME COMMUNICATIONS AND PARENT INVOLVEMENT: THE ROLE OF PARENT PERCEPTIONS AND BELIEFS **[REPORT NO. 28]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS STUDY REPORTS THE RESULTS OF AN INTERVENTION PROGRAM DESIGNED TO INCREASE TEACHERS' use of school-to-home communications. Teachers' uses of school-to-home communications from both the teachers' and parents' perspectives were evaluated. Parental involvement from the parents' and children's perspectives were also assessed.

The study sample included 35 teachers in the intervention and 34 teachers in a comparison group. Participation was voluntary. Teachers were guided to conduct practices in three areas: 1) providing parents with information about learning activities, goals, plans, and curriculum; 2) providing parents with information about the strengths, accomplishments, and progress of their own child; and 3) providing parents with information, learning activities, and instructions about how to help their child learn at home.

The study found that parents' overall evaluations of the teacher, their sense of comfort with the school, and their reported level of involvement was higher when they received frequent and effective communications. Children's motivation, attitudes toward parental involvement, and perceptions of their parents' level of involvement were more positive when their parents received frequent communications from the teacher. The findings also suggest that creating a sense of efficacy for both teachers and parents may be important for fostering parent involvement. School-to-home communications also seem to be related to parents' level of comfort with the school and their perception of their child as a learner. This may have long-term consequences for how parents view the education of their child.

Partners in Learning: Family Literacy Programs

DOLAN, L. J. (1992, APRIL)
PROJECT SELF-HELP: A FIRST-YEAR EVALUATION OF A FAMILY LITERACY PROGRAM [REPORT NO. 8]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT IS THE FIRST-YEAR EVALUATION OF THE IMPLEMENTATION AND EFFECTS OF PROJECT SELF-Help, a family literacy program. Although there are many family literacy programs across the United States, there has been little systematic evaluation of such programs. This evaluation focused on twenty-four families from economically deprived communities in Southeast Baltimore. The adults involved in the program had children in two Baltimore City Elementary Schools. The parents' reading levels were lower than the fifth grade and their children were experiencing academic difficulties.

The study suggests: 1) the summer reading program appeared to have a significant impact on students' reading; 2) teachers' ratings of targeted students significantly improved from the beginning to the end of the school year; 3) parents' literacy improved on the WRAT (Wide Range Achievement Test) and the MAPP (State of Maryland Assessment of life skills) for those who remained in the program; 4) parents' reports on the educational environment of the home were higher than the contrast sample; 5) the children of parents who stayed in the program longer had better grades and teacher ratings of behavior; 6) the children of parents who dropped out had lower grades and lower teacher ratings of classroom adaptation; 7) the parents who dropped out had lower baseline WRAT scores and reported poorer home educational environments; and 8) parents interviewed at the end of the year reported high levels of satisfaction with the program.

The report also discusses some limitations of the evaluation including the limited sample size of parents, children from multiple grade levels, parents' varied points of entry into the program, and varied points of exit from the program for multiple reasons. Future evaluations need a more thorough assessment of parent literacy gains, a better-matched contrast sample of parents who do not experience the program, a careful way of monitoring dropouts, a method of measuring the impact on preschool children, and better descriptions of the actual program that each family receives.

CONNORS, L. J. (1993, FEBRUARY)
PROJECT SELF-HELP: A FAMILY FOCUS ON LITERACY [REPORT NO. 13]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT DESCRIBES THE IMPLEMENTATION IN BALTIMORE, MARYLAND, OF PROJECT SELF-HELP, a family literacy program designed to help both parents and children improve literacy skills. The program provided developmental child care for preschoolers, homework help for school-age children, and adult education classes for parents. Also, joint parent-child activities were held regularly and a summer reading program exposed families to community-based educational and recreational resources and activities. Participants in the first year of the program included 12 parents, 11 elementary school age children and 13 preschool/kindergarten children. All of the families except one were Caucasian.

A wide range of assessment instruments was used. Participating parents and children improved their math and reading skills. Preschool children improved their scores on all of the literacy tests given, particularly letter identification. Parents also changed their home environments to better support their children's education and indicated higher expectations for their children's educational achievements. Parents who attended the most sessions had the greatest gain in skills. It must be noted, however, that sample numbers were small, there was inconsistent attendance, and multiple entry-exit patterns might have affected conclusions.

Program results were encouraging and assessments seemed to indicate that a school-based literacy project should follow an integrated services delivery model to meet the needs of the whole family. The report concludes with a discussion of a number of issues related to implementation and evaluation that will impact the effectiveness of future projects.

CONNORS, L. J. (1994, APRIL)
SMALL WINS: THE PROMISES AND CHALLENGES OF FAMILY LITERACY [REPORT NO. 22]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

SECTION ONE OF THIS REPORT REVIEWS THE LITERATURE ON ADULT EDUCATION AND EARLY CHILDHOOD intervention to highlight the need for more comprehensive intervention programs which address whole family needs. In theory, the intergenerational transfer of literacy suggests pathways by which family literacy programs might impact adults and children. Four family literacy programs, which included three components of service — adult education, early childhood education, and parenting — are used to illuminate the "small wins" achieved by these programs.

Section two of the report is an evaluation of a family literacy program based at a middle school. The study identifies the challenges of implementing a family literacy program at this level of schooling. Results indicate that some parents improved their adult literacy skills in

preparation for higher level basic education classes. Some parents also improved their parenting skills and self-confidence. Parents viewed the school and school-related staff as positive, supportive, and available to assist them and their children.

Family literacy programs are one way to support and involve some of the "hardest-to-reach" families within schools. This approach, common in elementary schools, also is useful in middle schools — to increase contact between parents and teachers, promote visibility of the school in the community, and extend the school as a family and community resource. The challenge of a middle school-based family literacy programs is to effectively engage early adolescents in active, meaningful, and positive ways with their parents. In this program, that was done around the development of computer skills that students and parents could learn and enjoy together.

DOLAN, L. & HAXBY, B. (1995, JANUARY)
REMOVING BARRIERS TO LEARNING: FACTORS THAT AFFECT PARTICIPATION AND DROPOUT IN PARENT INTERVENTIONS **[REPORT NO. 27]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING.

EVEN THE BEST DEVELOPED AND EXECUTED SCHOOL-BASED PROGRAMS FOR PARENT EDUCATION HAVE low rates of participation and high rates of dropout. The parents who need the intervention most are often the parents who don't show up. Therefore, information about non-participants is critical for learning how to improve the organization, schedules, and content of programs for parents.

This three-stage study examines the patterns of participation in a series of school-based workshops. The study created Low Support programs that provided some strategies for improving participation, such as incentives and varied times of workshops, and High Support programs that included these strategies plus other supportive elements such as child care and transportation.

The major causes of non-participation and dropout were the parents' lack of belief that the program would make a difference, the perceived lack of quality of the program, and personal issues. The major reasons for dropout in both High and Low Support programs were time commitments/other responsibilities and personal problems. The dropout rate was not significantly reduced in High Support programs. Recommendations include providing meaningful information for parents regarding program impact, and encouraging community workers to handle the communication about the program, rather than leaving it to members of the intervention team. It would also be valuable to have parents who have been in the program talk about the changes they have experienced in their lives or the lives of their children, so other parents can see that the program does make a difference.

CONNORS-TADROS, L. (1995, OCTOBER)
***PARTICIPATION IN ADULT EDUCATION AND ITS EFFECTS ON HOME LITERACY* [REPORT NO. 32]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

GIVEN THE WELL-DOCUMENTED RELATIONSHIP BETWEEN HIGHER PARENTAL EDUCATION AND BETTER children's achievement in school, attention to improving the education levels of parents has grown in the last decade. About one-third of adults over the age of 17 participate in adult education courses. However, there is little information about why some parents participate in adult education and others do not. There also is insufficient knowledge about the impact of adult education experiences on children of participants.

This study tests hypotheses generated from small case studies of family literacy programs (in Reports 8, 13, 22) with data from the 1991 National Household Education Survey. Analyses were conducted to determine factors related to parent participation in adult education, completion of adult education courses, and the impact of participation on selected indicators of home support for children's learning. Analyses are based on a subsample of 815 families for whom information on adult education activities of the parent and parent's report of their preschool child's early care and education experiences are available.

Results indicate that parents participate in adult education primarily to improve skills related to their current job or in preparation for another job. Prior education, minority status, and children's child care experiences are also significant predictors of participation and completion of adult education courses. Participation in adult education was a significant predictor of the number of hours children watch television daily. The report concludes with recommendations for policy and practice related to adult education and training for parents of preschool age children.

CONNORS-TADROS, L. (1996, FEBRUARY)
***EFFECTS OF EVEN START ON FAMILY LITERACY: LOCAL AND NATIONAL COMPARISONS* [REPORT NO. 35]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT DESCRIBES THE IMPLEMENTATION AND EVALUATION OF ONE LOCAL EVEN START PROJECT, using the results of the recently released final report of the *National Evaluation of the Even Start Family Literacy Program* for comparisons where possible. The national evaluation reveals that the Even Start program is providing previously unavailable services to the most needy families in many local communities. Effects of the Even Start program on specific child and family outcomes have, however, been mixed. The clearest result of the national evaluation is that adults and children with high levels of participation in Even Start's core services gained significantly more on the outcome measures than did adults and children with low levels of participation.

This study of Frederick County, Maryland's Even Start project shows that 18 participants significantly improved their literacy skills, averaging a six-point gain on the CASAS functional reading survey. Nine participants were ready to take their GED exam or received their GED. The children of parents in the Frederick County Even Start project were much more likely to be exposed at home or in the community to literacy related activities. These included visiting the library with their parents, checking out books with their own library card, and spending more time in the literacy related parent-child activities. Children also may have experienced more appropriate discipline techniques and less harsh interactions with their parents.

The Frederick County Even Start project carefully developed an effective collaborative network for the provision of project services and as a source of information for other family needs. The project was able to reduce most of the common barriers cited by parents of preschool children to their participation in adult education. Collaborative arrangements with Head Start, the Housing Authority, and local service providers, as well as services provided by Even Start, effectively reduced these barriers for many participants.

Studies of Parent Centers in Schools

JOHNSON, V. R. (1993, SEPTEMBER)
***PARENT/FAMILY CENTERS: DIMENSIONS OF FUNCTIONING IN 28 SCHOOLS IN 14 STATES* [REPORT NO. 20]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

PARENT OR FAMILY CENTERS HAVE BECOME AN INTEGRAL PART OF MANY SCHOOLS — A PLACE WHERE parents can meet with other parents and educators, plan and implement programs, make decisions about school governance, and provide services for other parents and students. This report is an analysis of data on parent/family centers from 28 League of Schools Reaching Out schools in 14 states. Twenty-three of the schools are elementary schools, three are middle schools, and two are junior high schools. All are public schools, except one Catholic elementary school.

The data define eight dimensions of the functions of the parent/family centers: 1) definitions, 2) initiation, 3) names, 4) physical space, 5) staff, 6) funds, 7) hours of operation, and 8) activities. The activities at the parent/family centers are further categorized within the typology of school-family-community interactions developed by Joyce Epstein. The centers surveyed report that they conduct workshops and classes for other parents, give parents information, and offer social services and child care. All the centers have also helped to improve home-school communication and most hold school decision-making meetings. The various activities make many positive contributions to the schools.

The parent/family centers promote new, strong interpersonal relationships in support of children's growth, less distinction between the traditional roles of educators and parents; new formal and informal policies; and collaborative family-school relationships for enhancing children's learning. They serve as locations that help schools coordinate, monitor, and evaluate parent/community outreach and family support programs.

JOHNSON, V. R. (1994, APRIL)
***PARENT CENTERS IN URBAN SCHOOLS: FOUR CASE STUDIES* [REPORT NO. 23]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT LOOKS CLOSELY AT THE SUCCESS OF PARENT CENTERS IN FOUR URBAN SCHOOLS WHICH are developing strategies to make parents feel more welcome and to increase parents' involvement.

Part I of the report presents four case studies (three elementary and one junior high school) which illustrate the roles of parent centers in urban schools. The studies reveal: 1) how parent centers are developed and created; 2) the types of projects and programs that are implemented; and 3) the dynamics which work to achieve family-school partnerships; and 4) effects on student academic and social success. Part II examines the links existing between the work of parent centers and federal, state, and local policies pertaining to school-family relationships. In Part III, policy implications are drawn concerning those involving child care, integrated services, teacher outreach to parents, and home visits.

Study conclusions indicate parent-family centers serve as connectors of parents, teachers, students, and community activists. Policy makers should consider the development of parent family centers as a means of promoting an increased home-school partnership.

JOHNSON, V. R. (1996, APRIL)
FAMILY CENTER GUIDEBOOK
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

PARENT/FAMILY CENTERS ARE SPECIAL PLACES IN OR NEAR SCHOOLS WHERE PARENTS AND OTHER family members connect with school staff and community participants to plan and implement programs in support of children, families, educators, and communities. They are a rapidly growing recent development. With varied amounts of physical space and hours of operation, the centers offer a broad range of activities designed to assist parents, children, and the schools.

The *Family Center Guidebook* is designed as a ready resource to help schools start a parent room or family center with information, examples, and experiences in a user-friendly format. Each of the seven sections has three components: SUGGESTIONS (strategies that are used by active family centers to increase family-school-community connections), SHARING (quotes from parents, teachers, principals, other school staff, and community participants), and EXAMPLES from schools (flyers, brochures, announcements, forms, resources, news articles, invitations).

The *Family Center Guidebook* is drawn from research and practice in active family centers, and is designed for parents, educators, and community participants who are collaborating to initiate or expand such centers. The sections are titled: Why Have a Family Center?

Getting Started; Welcome Everyone; Increasing Communication; Sharing Resources; Creative Strategies; and Support! Support! Support! Family center activities respond to the diverse needs of families and schools within flexible, supportive program structures coordinated by or with family center staff. The family center is not only a place, but also a means of achieving the larger goal of good partnerships.

Building Community: How to Start a Family Center in Your School **[center video #1] (1992)**
Baltimore, MD: Johns Hopkins University,
Center on Families, Communities, Schools & Children's Learning

Parents today are involved in every aspect of school life. At pioneering schools throughout the country they set school policies, tutor students, operate food banks, take courses themselves, and help other parents obtain health care, locate housing, and connect with needed social services.

At many successful schools the catalyst for this new level of involvement is the Family Center — a room at school that is set aside for use by parents. It's a place where parents can meet teachers, administrators, and other parents, where they get information and help, where they work with others to develop and carry out projects needed to help families help all children to succeed in school.

This video shows this innovative process in action in four schools, and offers a step-by-step plan for creating a family center in your own school. It includes interviews with principals, family center coordinators, parents, and students — as well as family center expert Dr. Vivian R. Johnson, senior researcher of the Center on Families, Communities, Schools and Children's Learning.

Parent Information for School Choice

SALGANIK, L. H. & CARVER, R. L. (1992, MARCH)
INFORMATION ABOUT SCHOOLS OF CHOICE: STRATEGIES FOR REACHING FAMILIES [REPORT NO. 5]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS IS A STUDY OF PARENT INFORMATION SERVICES IN PUBLIC SCHOOL CHOICE PLANS IN OPERATION in the United States during the 1990-91 school year. The report reviews school choice information for its content, format, and methods of distribution. The information was gathered from state departments of education, school districts, national and local nonprofit organizations, and the federal government. Educational researchers, program evaluators, and representatives of business communities were also interviewed.

The school choice parent information plans were designed to communicate to parents in two broad areas: the supply of educational options and how families can exercise their choices in the market of educational programs. The public could receive information through any one of the following formats: print, audio/visual, interactive, in-person contact, and on-site presentations. Information could be distributed through the school system, sent directly to residences, and presented through community activities and events.

The study found that equity of access to information was not adequately addressed by all school systems. As a result, some parents had less information than others, and consequently less knowledge on which to base their choices of their children's schools. In addition, ambiguous language was used about school philosophy, teaching methods, course content, and extracurricular activities, and there was little quantitative data on standardized tests or other measures of students' performance. In many cases, parents are asked to choose a school with little information about how effective it is in helping its students achieve.

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GLENN, C. L., MCLAUGHLIN, K., & SALGANIK, L. (1993, MAY)
***PARENT INFORMATION FOR SCHOOL CHOICE: THE CASE OF MASSACHUSETTS* [REPORT NO. 19]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT EXAMINES THE SUCCESS OF TYING AN EXTENSIVE PARENT INFORMATION SYSTEM TO A well-designed school assignment strategy in order to create a public school choice system which ensures fairness, integration, and school improvement and provides enough information to *all* parents so that they can make informed choices for their children. The report presents the results of a study in six cities in Massachusetts of the process by which urban parents choose schools and how parents experience that process.

Part 1 of the report describes the controlled choice plans that Massachusetts cities have implemented and the effects on student assignments to schools. Part 2 reviews studies, conducted in the United States and other nations, on parental motivation in taking part in choice programs and their reasons for selecting specific schools. Part 3 examines, through in-depth interviews and observations, how parent information centers (PIC) function in the six cities. Part 4 reports the results of telephone and written surveys of parents taking part in the school choice process in the six cities.

The conclusions of the study are that under controlled choice plans in Massachusetts: 1) the great majority of parents (including minority and low-income parents) get their children into the schools they select, 2) there is strong public support for public school choice; 3) well-organized parent information centers are necessary to relay information about schools to parents and to counsel them about making good choices; and 4) parents' reasons for their choices are varied and are based on information from both informal and formal sources.

Natural Support Systems: Impact on Puerto Rican Families, Communities, and Schools

DELGADO, M. (1992, APRIL)
THE PUERTO RICAN COMMUNITY AND NATURAL SUPPORT SYSTEMS: IMPLICATIONS FOR THE EDUCATION OF CHILDREN [REPORT NO. 10]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT PRESENTS A DEFINITION OF NATURAL SUPPORT SYSTEMS AND DISCUSSES HOW THEY APPLY in Puerto Rican communities. Four types of natural support systems are described: extended families, folk healers, religious groups, and merchant and social clubs. Delgado offers a framework for understanding how these systems work or break down to provide support to children and families. He suggests challenges to collaboration of formal and informal support systems: lack of trust, diverse cultural concepts, underlying problems and solutions, gaps in participants' knowledge of how formal and informal systems work, including the programs and resources available, and the specifics for obtaining services.

Delgado concludes that educators will be better able to serve Puerto Rican children if they have an understanding of and arrangements to collaborate with natural support systems in the community. This will require training and education, and research on the structure and processes of formal and natural support systems and their connections.

DELGADO, M. & RIVERA, H. (1996, MARCH)
***USE OF PUERTO RICAN NATURAL SUPPORT SYSTEMS AS A BRIDGE BETWEEN COMMUNITY AND SCHOOLS* [REPORT NO. 34]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT PRESENTS THE RESULTS OF A LONGITUDINAL STUDY OF PUERTO RICAN FAMILIES WITH children in kindergarten and grade one in a school in the South End of Boston. The study was designed to explore and increase understanding of the natural support systems and formal systems that assist families and children during years youngsters are in school. The report outlines the study, the characteristics of the sample, and some comparisons of this sample with other Puerto Rican families in Boston and the United States.

Four sets of interviews were conducted over two years, starting with twenty-four families, on topics including basic demographic information, history of migration, help-seeking patterns from formal and natural support systems, their perceptions of and attachments to their communities and schools, and their aspirations for their children's education and careers. Thirteen families who remained in the community were included in all four interviews. The process of following families indicates that many are highly mobile, moving in and out of neighborhoods, schools, and the United States. In addition to the parents, one member of each family's support system also was interviewed about the help that they give and receive from the sample family.

The data suggest that the natural support systems of Puerto Rican families in this neighborhood are limited, and that the children's school is a major resource in their lives. The researchers use the data to reflect on the characteristics of a responsive school for Puerto Rican children and families. They discuss the geographic, psychological, structural, and cultural conditions that helped the families in this study make strong ties to their children's schools.

Studies of Policies to Increase Family-School-Community Partnerships

STUDIES OF REACHING OUT SCHOOLS

DAVIES, D., BURCH, P., & JOHNSON, V. R. (1992, FEBRUARY)
A PORTRAIT OF SCHOOLS REACHING OUT:
REPORT OF A SURVEY OF PRACTICES AND POLICIES OF
FAMILY-COMMUNITY-SCHOOL COLLABORATION [REPORT NO. 1]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

SCHOOLS THAT REACH OUT TO THE FAMILIES AND COMMUNITIES OF THEIR STUDENTS CAN INCREASE THE quality and amount of family and community involvement that will benefit not only schools but also families and communities. Forty-two of the schools participating in the League of Schools Reaching Out — mostly urban schools that have specifically targeted family-community-school collaboration as a priority need — offer multiple examples of various collaborative practices.

This study is based on the results of a mail survey, telephone follow-up interviews, site visits in eight cities, and other documents and information. The study also compares these results with information from five public schools identified as having few reaching-out activities and six private schools identified as having some involvement programs underway.

The report summarizes the efforts of the reaching out schools and the activities they are conducting according to: 1) the level and types of activities being carried out; 2) noteworthy emerging strategies; 3) gaps in programming; 4) the comprehensiveness of programs; 5) the need for evaluation; 6) the influence of both formal and informal policies; and 7) the costs of family-community-school collaborative activities. The researchers conclude that there is rarely a coherent policy framework to support these schools in their efforts to reach out to families and communities, although such policies are badly needed.

Davies, D., Palanki, A., & Burch, P. (1993, March)
Getting Started: Action Research in Family-School-Community Partnerships **[report no. 17]**
Baltimore, MD: Johns Hopkins University,
Center on Families, Communities, Schools & Children's Learning

Conducting action research by bringing parents, teachers, principals, and facilitators together may be an effective way of improving school programs and increasing parent involvement. This report surveys policies and practices of family, school, and community collaborations in eight schools in seven urban districts that are working to increase and improve connections of home and school.

Study techniques include telephone interviews with on-site facilitators, site visits with participants and district policy makers, questionnaires, and analysis of state and federal policies that impact the projects in the eight schools. The report discusses how selected policies aid or obstruct family-community-school collaborative efforts and identifies strategies that support involvement programs. The study also examines the difficulties of team building in parent-teacher action research sites, explaining four stages of development of functioning teams: 1) orientation to group and task, 2) building participation of parents and teachers, 3) group formation and solidarity, and 4) moving from action to reflection.

The report summarizes the eight programs' progress in the first year, describing the particular intervention, the activities of the school-based research team, and the relevant policy developments at the school, district, state, and federal levels. Report conclusions reflect that intervention designs are sound, research is often difficult, and it is complex making action research work.

Palanki, A. & Burch, P., with D. Davies (1995, July)
In Our Hands: A Multi-Site Parent-Teacher Action Research Project **[report no. 30]**
Baltimore, MD: Johns Hopkins University,
Center on Families, Communities, Schools & Children's Learning

Through the process of parent-teacher action research, teams of parents, teachers, principals, and facilitators in eight elementary and middle schools in seven cities have closely examined their efforts to involve families and the community and have taken action to improve partnerships in their schools. Action research teams allow the people most affected by school decisions to have a voice in those decisions.

This report includes case studies describing each school's participation in the Parent-Teacher Action Research (PTAR) project conducted by the Institute for Responsive Education and the Center on Families, Communities, Schools & Children's Learning at Boston University. The schools' reports include the results of their efforts to improve school climate, parent involvement in school, parent teacher staff attitudes, program development, and changes in

policy and practice. Sources of data came from family members, children and youth, school and program staff, or district and state policymakers.

The report concludes that by using parent-teacher action research, these eight schools developed constructive two-way communication processes, increased participation of teachers and parents in educational planning and assessment for individual students, and increased participation of teachers and parents in schoolwide educational decision making, curriculum development, and assessment. Although it is often a difficult and slow process, parent-teacher action research can be an effective tool for school and community renewal and a way to make school reform more responsive to the needs of children and families.

DAVIES, D. & JOHNSON, V. (EDS.) (1996, JANUARY)
***CROSSING BOUNDARIES: MULTI-NATIONAL ACTION RESEARCH ON FAMILY-SCHOOL COLLABORATION* [REPORT NO. 33]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT DESCRIBES STUDIES BY EIGHT RESEARCHERS FROM FIVE COUNTRIES — AUSTRALIA, CHILE, the Czech Republic, Portugal, and Spain — that examine common boundary-crossing issues between teachers and parents, between policies and school reality, between cultures, and between research and practice. The study's objectives were: 1) to identify the commonalities and differences of approaches and results in five countries seeking to increase family involvement in the school; 2) to learn what works, what doesn't, and under what conditions; 3) to explore the use of different approaches to participatory, or *action*, research; and 4) to stimulate further multi-national studies and projects through the Center's International Network. In addition there were local purposes in each project that are specified in each case study.

At least 75 school principals, teachers, and parents were involved in school teams in the eight different school sites. All of the studies were based in elementary schools and involved continuing collaboration with a university or research organization. The survey instruments included a questionnaire on family and teacher attitudes and behavior, and a measure of school climate. A wide variety of interventions were implemented and studied.

Certain behavior patterns consistently emerged that created and/or sustained barriers to partnerships. All of the studies revealed the constraints of tradition in teacher-parent relationships due to 1) the force of traditional beliefs, 2) fear of the unknown, and 3) lack of knowledge of how parents might become involved in schools. Teacher resistance was a major finding across these multi-national studies. The multi-national case studies show that, although the boundaries between home and school are difficult to cross, programs and practices can be successfully implemented that improve communications and relationships of parents and teachers.

IDENTIFYING AND ANALYZING POLICIES

PALANKI, A., BURCH, P., & DAVIES, D. (1992, MARCH)
MAPPING THE POLICY LANDSCAPE: WHAT FEDERAL AND STATE GOVERNMENTS ARE DOING TO PROMOTE FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS [REPORT NO. 7]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

ALTHOUGH FEDERAL, STATE, AND LOCAL POLICIES CAN DRIVE CHANGE, THEY ALSO CAN HINDER OR prevent reform when efforts are not coordinated and promoted at all levels. This report outlines selected national, state, and local policy developments in 1991-92 in six areas related to family-school collaboration. These areas include: interventions for infants and toddlers, family support, coordination of health and human services with education, parent choice, school restructuring, and Chapter 1. An evaluative framework is outlined with seven criteria: flexibility, intensity, continuity, universality, participation, coordination, and comprehensiveness.

The report calls for policy makers on all levels to take steps to actively coordinate policies that advocate family-school-community partnerships. The researchers' conclusions are: 1) many states have taken major initiatives, but the activity across states is very uneven; 2) thirty states report some specific policy actions on family support, parent education, or coordination of health, education, and other human services; 3) Part H of P.L. 102-119 is a significant federal effort to combine integrated services and programming for disabled infants and toddlers; 4) efforts to coordinate Head Start with other education, health and social services are currently underway at the federal level; 5) parent choice and school-based decision-making are two prominent school reform strategies to increase parent participation in schools; 6) the U.S. Department of Education has increased flexibility in Chapter 1 (now Title I), but state and local response remains disappointing; 7) there is increased interest in linking parent education and literacy with early childhood programs; and 8) participation by families in policymaking has been broadened to include school-level governance, program planning and evaluation, and state-level councils for facilitating services coordination.

It is clear that there is a need for continuing positive efforts by policy makers, but there are continuing funding concerns and shortages. The coordination of federal, state, and local policies that nurture family-community-school partnerships are essential for meeting the needs of all children.

DAVIES, D., BURCH, P., & PALANKI, A. (1993, SEPTEMBER)
***FITTING POLICY TO FAMILY NEEDS: DELIVERING COMPREHENSIVE SERVICES THROUGH COLLABORATION AND FAMILY EMPOWERMENT* [REPORT NO. 21]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING.

THIS REPORT FOCUSES ON FEDERAL POLICIES WHICH REDUCE FRAGMENTATION OF FAMILY SERVICES BY using the concept of "comprehensiveness." The report is divided into four sections: 1) service integration initiatives; 2) easing transitions from early childhood to school; 3) parent involvement policies; and 4) services to migrant and homeless families and children. Each section identifies selected federal and state policies and presents case studies of programs that illustrate the enactment of these policies.

The case studies include: a school-based integrated services program in Florida; the GoodStarts preschool program in New Jersey; the Kentucky Education Reform Act's application of Epstein's six-type framework for partnerships; and states' responses to federal policies on the education of migrant and homeless children. Effective partnerships with families and social service providers empower families by helping them assess their own needs and strengths, design programs to meet those needs, and help implement and evaluate these programs.

The researchers conclude: 1) federal programs are not often well-coordinated with state initiatives; 2) state-level policies are not often well-coordinated with local practices; 3) funding for local programs is usually from a single restricted source, but multi-source funding is needed; 4) consumer demand can spur the development of policies for more comprehensive services and collaborations; and 5) private foundations' funding policies can encourage comprehensive programs.

BURCH, P. & PALANKI, A., WITH D. DAVIES (1995, APRIL)
***FROM CLIENTS TO PARTNERS: FOUR CASE STUDIES OF COLLABORATION AND FAMILY INVOLVEMENT IN THE DEVELOPMENT OF SCHOOL-LINKED SERVICES* [REPORT NO. 29]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT LOOKS AT THE EFFECTIVE POLICIES AND PRACTICES OF FOUR LOCAL PROJECTS THAT ARE developing collaboration among education, health, and other service providers and are empowering families as equal partners in their efforts. The researchers conducted two-year case studies of these projects: the RAIN project in Miami Beach, Florida; comprehensive services in Las Cruces, New Mexico; School-Based Youth Services in New Brunswick, New Jersey; and the Parent Facilitation Project in Snohomish County, Washington.

The report identifies six components of these comprehensive initiatives that policy makers should address in any effort to create and facilitate effective collaborative projects. The components are as follows: 1) involve families as agenda setters and partners in collaboration; 2) create a management structure with representatives of agencies and beneficiaries; 3) ease access to multiple sources of funding; 4) establish inter-agency and cross-role networks; 5) provide training and other support for families; and 6) establish and fund collaborative evaluation mechanisms. Specific challenges and recommendations for meeting the challenges are offered for each of the components for effective collaborations.

POLICY INFORMATION AND GUIDANCE

DAVIES, D. (1996)
PARTNERSHIPS FOR STUDENT SUCCESS
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

RESEARCH AND EXPERIENCE SHOW THAT PARTNERSHIPS BETWEEN SCHOOLS, FAMILIES, AND communities are powerful tools to achieve better schools; however, they are not a substitute for good schools or effective teaching. This report is an invitation to all school boards, superintendents, and principals to plan and implement comprehensive programs of family and community partnerships aimed at improving the academic achievement and social success of all students.

Ten recommendations for schools are presented on how to develop a culture of collaboration to support family-community-school partnerships: 1) Adopt and back up written policies for partnerships; 2) Align personnel policies with district's commitment to partnership; 3) Prepare school staff and families to collaborate; 4) Involve family members as full partners with real decision-making responsibility; 5) Develop agreements with social service and health agencies to provide services to students and their families; 6) Use multiple approaches to communication; 7) Increase opportunities for students to learn at home and in the community; 8) Set up family/parent centers in every elementary, middle, and high school; 9) Expand parent choice within the public school system; and 10) Create planning and problem-solving teams. These recommendations include examples of schools and districts that are actually taking these steps towards effective partnerships.

The report concludes that leadership by school board members, superintendents, central office staff, and principals is the key to the successful implementation of these recommendations and the resulting cultural change.

DAVIES, D., WAGNER, T., SCONYERS, N., AND ASSOCIATES (1996)
POLICY PORTFOLIO
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THE *POLICY PORTFOLIO* INCLUDES SIX ITEMS TO HELP GUIDE SCHOOLS, DISTRICTS, COMMUNITY organizations, and families to understand the importance and challenges of collaboration for student success. Drawing from five years of studies conducted by researchers at the Center on Families, Communities, Schools and Children's Learning, this *Policy Portfolio* explains many important steps for creating good partnerships.

The components of the portfolio are: 1) *Partnerships for Student Success: What we have learned about policies to increase student achievement through school partnerships with families and communities*, by Don Davies; 2) *"Seeing" the School Reform Elephant: Connecting policy makers, parents, practitioners, and students*, by Tony Wagner and Nancy Sconyers; 3) *What Parents Want* by Nancy Sconyers (summarizing parents' opinions about public schools); 4) *Partners in Action: A Resource Guide*, edited by Meredith Gavrin, Carol Sills Strickland, and Connie Lam; 5) *Annotated Bibliography: Research from the Center on Families, Communities, Schools and Children's Learning*, compiled by Amy Marx; and 6) *A Tale of Two Partnerships*, a videotape that chronicles the experiences of a high school and an elementary school in Boston that are developing partnerships with families and community agencies, produced, directed, and edited by Patricia Brady and Roberto Mighty.

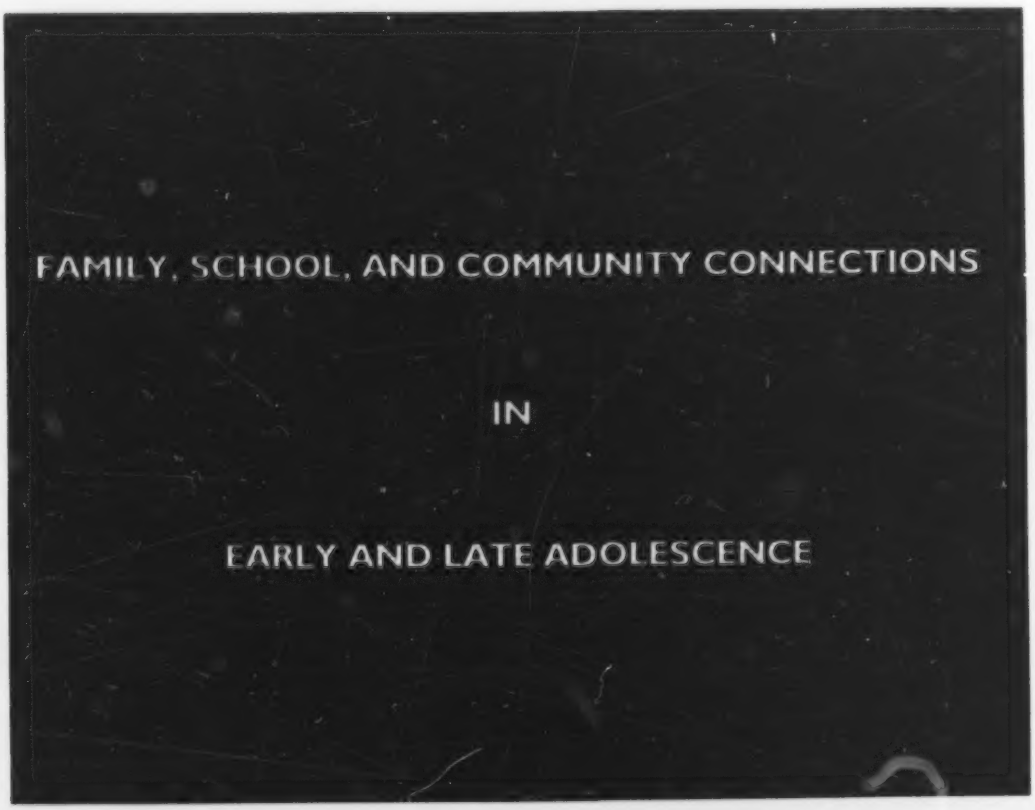
The items in this portfolio can assist schools, communities, and families to establish more collaborative partnerships to benefit everyone involved in children's learning, especially the children themselves. The *Policy Portfolio* is a guide, a tool, and a resource for achieving successful collaboration.

A TALE OF TWO PARTNERSHIPS **[CENTER VIDEO #2] (1996)**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

IN THIS 25-MINUTE VIDEO, PRODUCED, DIRECTED, AND EDITED BY PATRICIA BRADY AND ROBERTO Mighty, parents, teachers, and administrators of an elementary and a high school in Boston tell of their experiences developing partnerships with families and community agencies over the last five years. Their stories highlight some key Center research findings about school-family-community collaboration.

The schools represent two different phases in the process of building partnerships; the high school is just beginning to increase the number of parents actively involved in the school through the development of a family center and other activities throughout the school. The elementary school has established a culture of collaboration in which parents and families participate in all decision-making and policy decisions in the school.

The video highlights activities that improve family-community-school partnerships including visiting the school, volunteering to help, tutoring students, establishing a family center, developing ties with social service agencies, forming connections with universities, and making school policy. The video urges schools, communities, and families to begin developing partnerships because they are a necessary component for children's success and for a democratic society.


FAMILY, SCHOOL, AND COMMUNITY CONNECTIONS
IN
EARLY AND LATE ADOLESCENCE

New Directions for Family-School-Community Partnerships with High Schools

EPSTEIN, J. L. (1992, MARCH)
SCHOOL AND FAMILY PARTNERSHIPS [REPORT NO. 6]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT EXAMINES THE PROGRESS MADE OVER THE LAST DECADE IN THE INVOLVEMENT OF PARENTS in schools. The relationships between schools and families have begun to be viewed more as partnerships than as families and schools serving separate goals. This shift has allowed researchers to examine schools, families, and communities as "overlapping spheres of influence" on student development.

The report explains Epstein's six-part typology of school-family-community involvement and her theoretical structure for research and development of effective partnerships. It also summarizes the results of many research studies examining how family environments influence family involvement in schools, how school environments influence family involvement, and the effects of school-family partnerships on parents, students, and teachers in elementary, middle, and high schools.

Looking ahead, the report points to the need for education and training of teachers and administrators in working with families as partners, improved policies and leadership at all levels to support partnerships, and new ways of thinking about the shared responsibilities for children. A key component of the framework explained in the review and a new direction for research is the recognition of the "central role of the child" as a participant in school and family partnerships.

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EPSTEIN, J. L. & CONNORS, L. J. (1994, AUGUST)
***TRUST FUND: SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS IN HIGH SCHOOLS* [REPORT NO. 24]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT IS THE FIRST IN A SERIES ON HIGH SCHOOLS AS THEY WORK TO DEVELOP AND IMPROVE their partnerships with students, families and communities. Although real advances have been made in understanding and developing school and family partnerships in preschool and elementary grades and some progress has been made in the middle grades, little attention has been given to family involvement in high schools.

The research focuses on where the schools in this study are starting from in their thinking about partnerships. We call the starting points a "trust fund" with which the schools will build better programs of partnerships. The report describes high schools' "trust funds," combining existing practices and ideas for new implementations. Six Maryland high schools — two urban, two suburban, and two rural — joined in an effort to identify what practices of parent-school-community partnerships are appropriate at the high school level, how schools can develop and implement such practices, and how the practices affect the students, parents, and teachers involved. The report includes a catalogue of activities and guidelines for each of the six major types of involvement: 1) assisting families with parenting skills; 2) communicating with families about programs and student progress; 3) inviting family volunteers and audiences; 4) encouraging learning and academic decisions at home; 5) involving families in school decision making; and 6) collaborating with community.

The researchers conclude that there is high potential for school-family-community partnerships in high schools because of the interest of educators and parents in improving relationships, their capacity to plan and work together, their recognition of the importance of students in partnerships, and the feasibility of many basic and innovative practices. Ten barriers to effective school and family partnerships are also identified, involving gaps in teachers' knowledge, teachers' beliefs about parents' and students' lack of interest in education, and obstacles to parent participation. The ideas in the report should help all urban, suburban, and rural high schools overcome the barriers by planning and implementing strong programs of partnership.

CONNORS, L. J. & EPSTEIN, J. L. (1994, AUGUST)
***TAKING STOCK: VIEWS OF TEACHERS, PARENTS, AND STUDENTS ON SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS IN HIGH SCHOOLS* [REPORT NO. 25]**
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT SUMMARIZES THE PRELIMINARY RESULTS FROM SURVEYS OF 150 TEACHERS, 420 PARENTS, and 1,300 students about their attitudes toward and needs for school, family, and community partnerships in six Maryland high schools — two urban, two suburban, and two rural — in the High School and Family Partnership Project.

Data illustrate teachers' attitudes toward parent involvement, families' attitudes toward involvement in the education of their teens, and teens' attitudes toward school, education, and their parents' involvement. Seven main conclusions emerged from the descriptive analysis of the data collected from the high schools in the project: 1) there is a shared vision of partnership; 2) urban, suburban, and rural high schools are remarkably similar in their goals for partnership; 3) families need and want better information about high schools and about their teen's programs; 4) schools should provide activities in the middle grades to prepare students and their families for the transition to high school; 5) students need and want to be part of the partnership; 6) some students and families are particularly isolated from their schools and communities and disconnected from each other; and 7) high schools can develop and implement more comprehensive programs to inform and involve families across the grades.

The findings will help the six high schools design and implement strategies to involve families of 9th through 12th grade students in six major types of involvement. Suggestions are made to help other high schools apply the results of this study to their own efforts to develop or strengthen school, family, and community partnerships.

Materials for Teachers, Parents, and Members of the Community

EPSTEIN, J. L., SALINAS, K. C., & JACKSON, V. E. (REVISED 1995)
MANUAL FOR TEACHERS: TEACHERS INVOLVE PARENTS IN SCHOOLWORK (TIPS) LANGUAGE ARTS, SCIENCE/HEALTH, AND MATH INTERACTIVE HOMEWORK IN THE MIDDLE GRADES AND PROTOTYPE ACTIVITIES FOR TIPS LANGUAGE ARTS, SCIENCE/HEALTH, AND MATH FOR GRADES 6, 7, AND 8 (ALSO AVAILABLE: *TIPS MANUAL FOR TEACHERS AND PROTOTYPES FOR ELEMENTARY GRADES MATH AND SCIENCE*)
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THE TEACHERS INVOLVE PARENTS IN SCHOOLWORK (TIPS) INTERACTIVE HOMEWORK IS A PROCESS that keeps all families informed about and involved in their children's learning and progress in school. TIPS activities enable teachers to communicate with all families about the topics that children are learning in class. The researchers worked with teachers in elementary and middle schools to develop and test the TIPS process in language arts, science/health, and math.

TIPS interactive homework — like all homework — is the responsibility of the students. The activities require students to show, share, demonstrate, interview, gather reactions, and interact in other ways with their family members. Parents play supportive roles in discussing homework with their children; they are *not* asked to teach or complete the homework for the child. Each TIPS activity includes a section for home-to-school communication for parents to relay comments on whether the child understood the assignment, whether parent and child enjoyed the activity, and whether the parent gained information about what the student is learning in class. The TIPS Interactive Homework Process also aims to improve student skills, attitudes, homework completion, and success in school with support from home. Evaluations of the TIPS Interactive Homework process indicate that students, parents, and teachers find TIPS activities stimulating and beneficial.

TIPS manuals for teachers and packets of prototype homework activities are available in math (kindergarten to grade 5) and science (grade 3) in the elementary grades, and in science/health, language arts, and basic math in the middle grades (grades 6, 7, and 8). About 260 sample middle grades interactive assignments and over 200 elementary grades prototype activities can be used or adapted. The examples show teachers how to design interactions that students can conduct to share their homework and ideas with family members.

EPSTEIN, J. L., CONNORS, L. J., & SALINAS, K. C. (REVISED 1993)
SCHOOL AND FAMILY PARTNERSHIPS: SURVEYS AND SUMMARIES — QUESTIONNAIRES FOR TEACHERS, PARENTS, AND STUDENTS IN HIGH SCHOOLS, AND FOR TEACHERS AND PARENTS IN ELEMENTARY AND MIDDLE GRADES, AND HOW TO SUMMARIZE YOUR SCHOOLS' SURVEY DATA
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

SURVEYS FOR TEACHERS AND PARENTS IN THE ELEMENTARY AND MIDDLE GRADES, AND TEACHERS, parents, and students in high schools were designed to assess where schools are in their programs of partnerships. The surveys ask for information with which to plan new directions and improved practices of school-family-community partnerships.

The questionnaires ask teachers for their professional judgments about parent involvement practices, and what programs and practices of partnership are needed in the school. Surveys ask parents for their attitudes about the school, how they presently participate in the school and their children's education, and what programs and practices are needed in the school. Questionnaires for high school students ask for their attitudes about school, how they interact with their families on school matters, and what programs and practices are needed in the school. The surveys come with forms to summarize the data and to guide discussions about the implications of each school's data for program plans. The parallel survey questions help identify the common goals and needs of teachers, parents, and students so that these groups can work together toward better and more responsive partnership programs.

The surveys have been used in Center research and by many other researchers, students, and educators, and translated into Spanish for use with Latino parents. Reports on survey scale reliabilities also are available.

EPSTEIN, J. L., COATES, L., SALINAS, K. C., SANDERS, M. G., & SIMON, B. (1996)
PARTNERSHIP-2000 SCHOOLS MANUAL: IMPROVING SCHOOL-FAMILY-COMMUNITY CONNECTIONS
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY, CENTER FOR RESEARCH ON THE EDUCATION OF STUDENTS PLACED AT RISK

THIS MANUAL IS DESIGNED TO HELP ALL SCHOOLS DEVELOP AND MAINTAIN A STRONG PROGRAM OF school, family, and community partnerships. The manual guides elementary, middle, and high schools, and district and state facilitators to apply Epstein's framework of six types of involvement and to use Action Teams for School, Family, and Community Partnerships to plan, implement, evaluate, and improve their programs.

The manual of about 200 pages contains eight sections: 1) Background; 2) Using the framework in practice; 3) Staff development: Conducting a workshop; 4) Summaries for presentations; 5) Planning forms; 6) Other helpful forms; 7) Network communications and conferences; and 8) Additional information and publications. The contents should enable teachers, parents, and administrators who are working together to take planful and purposeful steps toward a research-based program of school-family-community connections to include all families, at all grade levels, in ways that help students succeed in school. By implementing strong programs of partnerships, schools, students, and families will be able to meet many school improvement goals.

The contents of the manual have been tested and improved over many years of research and development in elementary, middle, and high schools. The manual guides the work of members in the authors' National Network of Partnership-2000 Schools. This Network is open to schools, districts, and states who will work with the authors over the next few years to demonstrate how to implement positive, permanent programs of partnership.

A Study of Coaching in Community Settings

NETTLES, S. M. (1992, APRIL)
COACHING IN COMMUNITY SETTINGS: A REVIEW [REPORT NO. 9]
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS REPORT REVIEWS LITERATURE FROM SPORTS, MANAGEMENT, AND RESEARCH ON TEACHING IN informal settings to derive a definition of coaching. Coaching is a form of instruction that places the responsibility for learning on the learner and fosters the development and maintenance of skills. Coaching involves specific, vigorous teaching practices, support, and continuous feedback on performance in settings that are designed for practice and the display of mastery.

Nettles describes the qualities, skills, and some specific strategies that help adults or peers become successful in four coaching functions: teaching, assessing performance, structuring the learning environment, and providing social support. She cites six teaching strategies in coaching: modeling, contingency management (rewards or punishments following behavior), feedback (information on the performance), instruction (telling what to do and how to do it), questioning, and cognitive structuring (providing a framework for behavior and thought).

She presents a framework for studying the process of coaching and the major outcomes of improved skill performance and psychosocial development in life skills such as setting goals and resolving conflicts. The researcher suggests that research on coaching in communities is needed to maximize the roles and positive influence of peers, parents, teachers, and other adults in children's cognitive and social development.

NETTLES, S. M. (1994)
COACHING IN COMMUNITIES: A PRACTITIONER'S MANUAL
BALTIMORE, MD: JOHNS HOPKINS UNIVERSITY,
CENTER ON FAMILIES, COMMUNITIES, SCHOOLS & CHILDREN'S LEARNING

THIS MANUAL IDENTIFIES STRATEGIES FOR FOSTERING COACHING AND GUIDES THE IMPLEMENTATION of effective coaching programs.

The manual is divided into five parts. Part 1 outlines teaching strategies and provides examples of modeling, using rewards, asking questions, giving instructions, and cognitive structuring. Part 2 lists strategies for assessing performance by establishing baselines, using job analysis, and giving feedback. Part 3 details the structure of the learning environment with examples of how to organize time for practice, workshops, teamwork, journals, and visualization techniques. Part 4 discusses providing social support, helping students develop goals, fostering self-determination, and involving parents and mentors. Part 5 lists some of the qualities and skills of coaches. An annotated list of other resources and references is provided.

This manual helps volunteers or paid employees in community settings to understand what coaching is all about and to apply proven coaching techniques to their own efforts.

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